



Laurens 56 School District

211 North Broad Street,
Clinton, SC 29323

Grades	PK-12 District	
Enrollment	3,249 Students	
Superintendent	Dr. David O. Shields, Interim	864-833-0800
Board Chair	Linda Darby	864-833-5773

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	Below Average	Good
2007	Below Average	At-Risk
2006	Average	Good
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

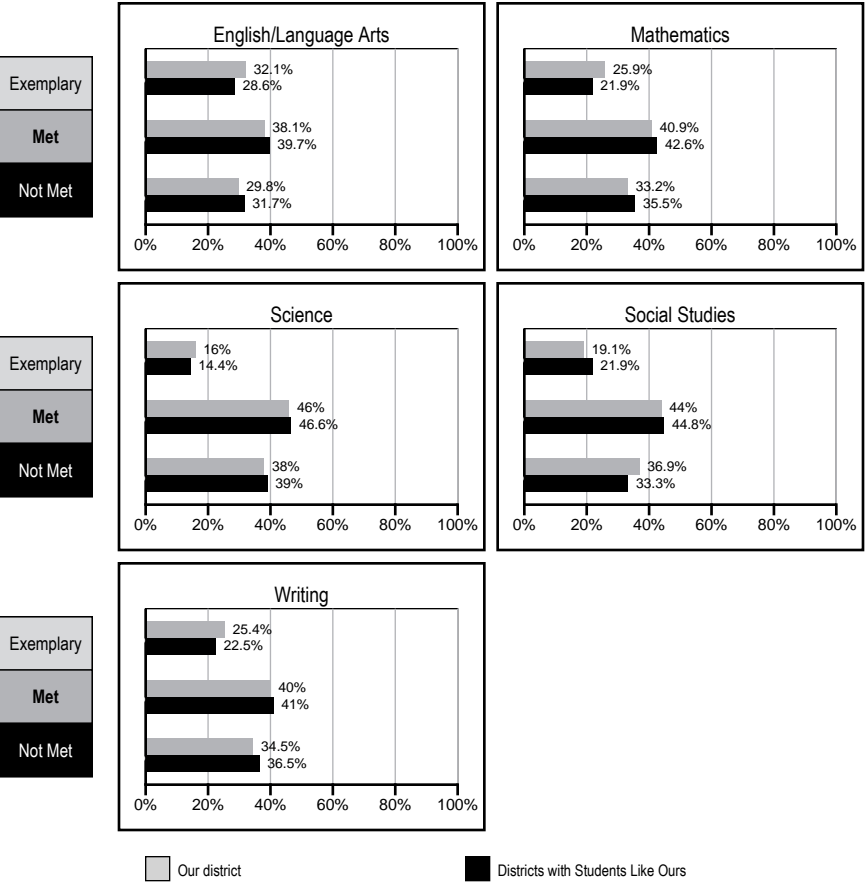
98.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	15	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	75.5%	76.7%	68.6%	73.9%	76.7%	73.1%
Passed one subtest	13.3%	9.1%	15.7%	14.4%	12.0%	14.0%
Passed no subtests	11.2%	14.2%	15.7%	11.7%	11.3%	12.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	74.5%	74.6%
English 1	59.6%	60.9%
Physical Science	39.8%	44.7%
US History and the Constitution	38.2%	35.7%
All Subjects	54.1%	54.3%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,249)				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	99.7%
Retention rate	4.2%	Up from 3.6%	3.3%	3.1%
Attendance rate	96.7%	Up from 95.2%	95.4%	95.7%
Eligible for gifted and talented	13.1%	Up from 12.2%	9.8%	11.2%
With disabilities other than speech	11.9%	Up from 11.7%	10.6%	10.6%
Older than usual for grade	3.6%	Down from 4.3%	4.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.9%	0.6%	0.5%
Enrolled in AP/IB programs	19.1%	Up from 15.6%	8.1%	10.5%
Successful on AP/IB exams	30.4%	Down from 41.7%	51.1%	51.2%
Eligible for LIFE Scholarship	30.5%	Down from 49.3%	29.5%	30.8%
Enrolled in adult education GED or diploma programs	22	Down from 23	34	40
Completions in adult education GED or diploma programs	9	Up from 8	22	30
Annual dropout rate	4.1%	Up from 0.9%	3.4%	3.4%
Teachers (n=213)				
Teachers with advanced degrees	55.9%	Up from 54.4%	55.8%	56.8%
Continuing contract teachers	85.4%	Up from 80.5%	76.5%	76.7%
Teachers with emergency or provisional certificates	3.5%	Up from 2.6%	5.5%	4.6%
Teachers returning from previous year	86.2%	Down from 87.5%	87.4%	88.4%
Teacher attendance rate	95.7%	Down from 98.5%	95.5%	95.0%
Average teacher salary*	\$47,456	Up 5.8%	\$45,806	\$46,992
Vacancies for more than nine weeks	0.5%	No Change	0.4%	0.4%
Professional development days/teacher	10.2 days	Down from 14.2 days	13.9 days	13.1 days
District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.0 to 1	20.5 to 1	20.5 to 1
Prime instructional time	91.1%	Down from 93.2%	89.8%	89.8%
Dollars spent per pupil**	\$9,570	Up 10.0%	\$9,203	\$9,279
Percent of expenditures for teacher salaries**	48.8%	Down from 50.5%	51.8%	52.7%
Percent of expenditures for instruction**	52.6%	Down from 53.0%	55.4%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	5	Down from 6	8	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.2%	Down from 11.7%	2.3%	3.5%
Average age in years of school facilities	39 Years	No Change	28 Years	28 Years
Number of schools with SACS accreditation	5.0	Down from 6.0	8.0	8.0
Parents attending conferences	92.4%	Down from 96.7%	94.9%	93.9%
Average administrator salary	\$75,946	Up 2.1%	\$78,515	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	226	92.5%	928	54.1%	283	67.1%	No
Gender							
Male	114	91.2%	449	53.9%	148	60.8%	N/A
Female	112	93.8%	479	54.3%	135	74.1%	N/A
Racial/Ethnic Group							
White	120	97.5%	486	60.9%	151	69.5%	N/A
African American	100	87.0%	413	46.5%	122	65.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	19	47.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	26	61.5%	100	18.0%	31	32.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	13	30.8%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	132	90.2%	609	43.5%	164	64.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	92.5%	92.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	283	384
Number of Diplomas	190	288
Rate	67.1%	74.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	456	453	463	459	459	432	1378	1344		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	17.6	18.1	19.5	19.5	18.7	19.8	19.1	19.9	18.8	19.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	15.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Laurens County School District 56 continues to pursue its motto – Caring, Connected, Committed to Excellence. The administrators, faculty, and staff take seriously their role and responsibility in providing a safe and nurturing environment for our students to grow and be successful. We have an attentive child development center where we serve our four-year-old students in a full-day program. Many districts in the state only have half-day programs. We serve our fourth and fifth grade gifted students in a self-contained setting; only a handful of districts in the state use this model. We have created an academy to better meet the needs of our middle level students for them to be successful as they transition to high school. We are nearing completion of a new comprehensive high school that will open in August of 2010.

Laurens County School District 56 has made positive strides connecting with parents and the community. The Parent Advisory Council has been successful this year as well as the Technology Advisory Committee. We have embraced input from the community through committees established for facilities. We have worked with local businesses to raise money for classroom technology in the Interactive Whiteboard Project. A major challenge this year has been trying to maintain personnel and programs due to mid-year reductions of funds allocated through the state.

The district is committed to high levels of student achievement. Several schools won the state's Palmetto Gold and Silver Awards for improvement in test scores. Many of our students and teachers have won state recognition for academic accomplishments. With continued support from all of our stakeholders – whether they are teachers, administrators, staff, parents, businesses, or residents – we are creating a school district worthy of our future – our children. This commitment will ensure that they have the best education possible and a chance for a successful future possible for all students.

Wayne Brazell
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 23 out of 27 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

The Laurens 56 School District consists of 5 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)									
All Students	1382	99.8	29.4	38.2	32.4	80.2	82.8	Yes	Yes
Gender									
Male	695	99.7	34.9	34.5	30.6	74.5	79.3	N/A	N/A
Female	687	99.9	23.7	42.0	34.2	86.0	86.5	N/A	N/A
Racial/Ethnic Group									
White	786	99.8	20.5	37.1	42.4	87.5	89.5	Yes	Yes
African American	537	99.8	41.7	40.5	17.7	69.6	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	51	100.0	41.3	28.3	30.4	73.9	76.5	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	248	99.6	60.6	25.0	14.4	52.1	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	40	100.0	39.5	34.2	26.3	73.7	75.1	I/S	Yes
Socio-Economic Status									
Subsided meals	964	99.8	36.8	40.8	22.4	74.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)									
All Students	1382	99.8	32.9	41.1	26.1	77.2	78.9	Yes	Yes
Gender									
Male	695	99.7	35.2	38.1	26.7	73.6	77.0	N/A	N/A
Female	687	99.9	30.4	44.1	25.4	80.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	786	99.8	22.8	42.9	34.3	84.9	87.2	Yes	Yes
African American	537	99.8	47.6	40.0	12.5	65.5	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	51	100.0	41.3	28.3	30.4	76.1	76.0	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	248	99.6	67.8	25.4	6.8	45.8	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	40	100.0	42.1	31.6	26.3	73.7	76.1	I/S	Yes
Socio-Economic Status									
Subsided meals	964	99.8	40.8	42.0	17.2	71.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	914	99.7	37.5	46.1	16.5	62.5	67.5
Gender							
Male	465	99.8	39.3	42.7	18.0	60.7	67.0
Female	449	99.6	35.5	49.6	14.8	64.5	68.0
Racial/Ethnic Group							
White	527	99.8	25.9	51.4	22.7	74.1	79.5
African American	351	99.4	56.5	36.3	7.1	43.5	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	32	100.0	24.1	65.5	10.3	75.9	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	166	99.4	72.4	22.4	5.1	27.6	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	23	100.0	19.0	71.4	9.5	81.0	59.6
Socio-Economic Status							
Subsided meals	639	99.7	46.5	44.6	8.9	53.5	55.1

Social Studies

All Students	923	99.9	36.3	44.5	19.3	63.7	72.3
Gender							
Male	462	99.8	37.5	40.4	22.0	62.5	71.5
Female	461	100.0	35.0	48.5	16.5	65.0	73.2
Racial/Ethnic Group							
White	526	99.8	27.6	46.0	26.4	72.4	80.7
African American	359	100.0	48.8	42.7	8.5	51.2	60.0
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	31	100.0	46.4	42.9	10.7	53.6	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	162	99.4	61.5	31.4	7.1	38.5	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	29	100.0	39.3	50.0	10.7	60.7	67.9
Socio-Economic Status							
Subsided meals	643	100.0	44.7	44.1	11.2	55.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1383	99.6	34.2	37.6	28.2	65.8	70.2	95.3	96.1
Gender									
Male	699	99.4	40.6	36.2	23.2	59.4	63.2	95.0	96.0
Female	684	99.9	27.6	39.1	33.3	72.4	77.5	95.6	96.3
Racial/Ethnic Group									
White	788	99.5	26.4	37.2	36.4	73.6	79.1	94.9	95.9
African American	540	99.8	46.3	38.0	15.6	53.7	57.6	95.8	96.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.2	97.9	97.3
Hispanic	47	100.0	28.9	37.8	33.3	71.1	62.6	96.3	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
Disability Status									
Disabled	248	99.2	76.6	14.5	8.9	23.4	26.1	94.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	38	100.0	34.2	36.8	28.9	65.8	61.2	96.7	96.8
Socio-Economic Status									
Subsidized meals	962	99.6	42.2	37.7	20.0	57.8	58.9	94.9	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	239	100.0	25.5	35.9	38.5	74.5
	4	233	99.6	30.5	35.9	33.6	69.5
	5	240	100.0	22.9	44.9	32.2	77.1
	6	206	99.0	28.3	40.4	31.3	71.7
	7	224	100.0	32.7	36.0	31.3	67.3
	8	240	100.0	36.3	36.3	27.4	63.7
Mathematics							
2009	3	239	100.0	43.3	33.8	22.9	56.7
	4	233	99.6	29.1	40.8	30.0	70.9
	5	240	100.0	31.7	41.9	26.4	68.3
	6	206	99.0	23.2	46.5	30.3	76.8
	7	224	100.0	29.4	47.7	22.9	70.6
	8	240	100.0	38.5	37.2	24.4	61.5
Science							
2009	3	120	99.2	40.5	42.2	17.2	59.5
	4	233	99.6	40.8	44.4	14.8	59.2
	5	116	100.0	44.4	43.5	12.0	55.6
	6	100	99.0	43.3	44.3	12.4	56.7
	7	224	100.0	27.1	51.9	21.0	72.9
	8	121	100.0	35.9	46.2	17.9	64.1
Social Studies							
2009	3	119	100.0	39.1	40.9	20.0	60.9
	4	233	99.6	20.2	59.2	20.6	79.8
	5	124	100.0	40.3	41.2	18.5	59.7
	6	104	100.0	24.0	55.0	21.0	76.0
	7	224	100.0	49.5	33.6	16.8	50.5
	8	119	100.0	46.2	34.2	19.7	53.8
Writing							
2009	3	240	100.0	36.2	26.3	37.5	63.8
	4	233	99.1	34.1	39.4	26.5	65.9
	5	241	99.6	27.2	38.2	34.6	72.8
	6	208	99.5	39.4	37.9	22.7	60.6
	7	219	100.0	35.2	45.1	19.7	64.8
	8	242	99.6	33.5	39.5	27.0	66.5

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	256	98.4	19.7	34.4	27.0	18.9	56.1	61.8	No	Yes
Male	112	98.2	25.5	34.0	27.4	13.2	50.9	57.4	N/A	N/A
Female	144	98.6	15.2	34.8	26.8	23.2	60.1	66.1	N/A	N/A
White	144	100.0	15.8	25.2	30.9	28.1	66.9	74.3	No	Yes
African American	110	96.4	24.3	47.6	22.3	5.8	41.7	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	37	100.0	64.9	21.6	8.1	5.4	16.2	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	165	97.6	25.3	40.5	22.2	12.0	44.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	255	98.8	25.8	30.3	21.7	22.1	55.3	62.7	No	Yes
Male	111	99.1	28.3	27.4	20.8	23.6	53.8	61.8	N/A	N/A
Female	144	98.6	23.9	32.6	22.5	21.0	56.5	63.6	N/A	N/A
White	144	100.0	17.3	21.6	26.6	34.5	74.1	75.1	Yes	Yes
African American	109	97.2	36.9	42.7	15.5	4.9	30.1	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	37	100.0	75.7	21.6	2.7	N/A	5.4	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	164	98.2	32.9	38.0	20.9	8.2	41.1	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	252	85.3	59.5	11.9	9.5	4.4	N/A	N/A	N/A	N/A
Male	110	84.5	58.2	11.8	6.4	8.2	N/A	N/A	N/A	N/A
Female	142	85.9	60.6	12.0	12.0	1.4	N/A	N/A	N/A	N/A
White	143	88.1	49.7	17.5	13.3	7.7	N/A	N/A	N/A	N/A
African American	107	81.3	72.9	3.7	4.7	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	60.6	60.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	161	81.4	68.9	5.6	5.0	1.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	237	99.2	17.7	30.1	35.4	16.8	63.7	69.7
	2009	256	98.4	19.7	34.4	27.0	18.9	56.1	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	237	99.2	18.6	31.0	33.2	17.3	61.9	67.2
	2009	255	98.8	25.8	30.3	21.7	22.1	55.3	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate, grades K-8	96.7%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.